



MINISTRY OF EDUCATION  
AND TECHNICAL AND VOCATIONAL  
TRAINING

# STRATEGIC PLAN

2023 - 2026





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# Message from MINISTER OF EDUCATION

It is both an honour and a privilege to extend heartfelt gratitude to the Strategic Planning Committee for their exemplary hard work and invaluable contributions towards the formation of the Strategic Plan for the Department of Education. Equally, I am immensely proud of the Executive Management Team for their diligent construction of the Organisational Framework. Their combined efforts have charted a transformative path for education in The Bahamas, offering unprecedented opportunities and greater success for the 40,000 students in the Public Education Sector.

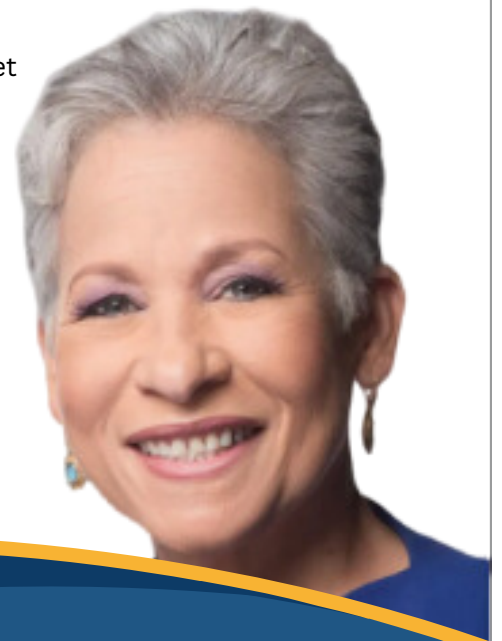
Additionally, I wish to express my deepest thanks to Permanent Secretary, Mrs. Lorraine Armbrister, and Director of Education, Mrs. Dominique McCartney-Russell, for their stellar leadership in these undertakings. Their contributions to the advancement of our citizens through education will undoubtedly be recorded in the annals of Bahamian history.

The Strategic Plan is not just a vision but a commitment to work tirelessly towards ensuring student success and ultimately a brighter future for our beloved Bahamas through transformative education. It reflects a profound understanding of our current realities and a forward-thinking approach to what our education system can and must become. Among the primary goals we seek to achieve are:

- **Access to Education:** Education is the right of every child, and this plan underscores our commitment to ensuring equitable access to quality education for all throughout our Commonwealth.
- **Quality Education:** Emphasising quality education signifies our resolve to elevate teaching standards, enrich curricula, and incorporate technology in every sphere, thus promoting classrooms that inspire creativity, critical thinking, and lifelong learning.
- **Holistic Development of Students:** Recognising that education extends beyond academics, we will strive to nurture well-rounded individuals who are emotionally intelligent, culturally aware, physically healthy, and socially responsible, and equipped to lead balanced and fulfilling lives.
- **Global Competitive Students:** In an interconnected world, our students must be prepared to compete on the global stage. This plan charts a course to enhance STEM/STEAM education, language acquisition, and exposure to global cultures and economies. By doing so, we are creating global citizens who are proud of their Bahamian heritage yet ready to make their mark anywhere in the world.

Let us all commit to supporting this plan and the changes it brings. Let us work together to manifest its vision. Education is an investment in our children and our nation.

Honourable Glenys Hanna Martin  
Minister of Education





# Message from PERMANENT SECRETARY

I extend heartfelt gratitude to The Honourable Glenys Hanna Martin for her vision, and guidance in the development of the new Strategic Plan and Organisational Framework for the Ministry of Education and Technical and Vocational Training. Her passion infused our team to work diligently for the realisation of these important documents, to guide the future of Education in The Bahamas for the foreseeable future.

Commendations are extended to Mrs. Dominique McCartney-Russell, Director of Education and the Technical, Administrative and Support Staff within the Department of Education, who fulfilled the mandate for the production of a pragmatic, workable plan to address the evolving educational landscape within our nation.

Additionally, I thank the collective Executive Team of the Ministry, and the Department of Education who worked assiduously to create the Organisational Framework that identifies, and outlines all the responsibilities of each division in this multifaceted agency. I am certain that the understanding of how the organisation works will increase efficiency, clarity and cause for greater accountability.

Throughout the course of history, progressive world leaders have recognised that Education, rather than war and suppression, achieve true freedom, self-determination and harmony within the society. Hence, from earliest times in an independent Bahamas, successive administrations have invested significant financial and human resources to provide this vital and basic human right to all people living within The Commonwealth of The Bahamas.

With the unveiling of the current Strategic Plan and the Organisational Framework, we are continuing the tradition of defining clear paths in the delivery of this vital, basic service – Education and Training. It is anticipated that through the sharing of the documents, all internal and external stakeholders will embrace the invitation to perform their roles, and participate in the ultimate goal of The Plan and Framework - Student Success!

Lorraine Armbrister  
Permanent Secretary



*Message from*

# DIRECTOR OF EDUCATION

We are extremely pleased that the Strategic Plan has been developed to propel education in The Commonwealth of The Bahamas, providing every person residing within our nation opportunities to acquire knowledge and skills in the pursuit of their individual goals and to advance our national interests.

The hardworking and diligent Technical Officers of the Department of Education are commended for their contribution to this monumental initiative and for furnishing expert subject knowledge in their respective fields in the creation of the document. They are true unsung heroes who continuously work to ensure access to, and the delivery of, high-quality, inclusive education for the holistic development of our citizens, enabling them to be globally competitive.

This plan adds another step in the journey of excellence established by Focus on The Future - The White Paper on Education (1972), the original blueprint for education in a newly independent Bahamas. It also incorporates the principles of the Ministry of Education and Technical and Vocational Training's Vision, Mission Statement, the Shared Vision 2030, the National Development Plan 2040, and the Blueprint for Change.

These documents and subsequent discussions have undergirded the informed consensus to craft six overarching goals to steer education progressively forward to achieve deliverable and practical outcomes. These 6 goals are: (1) Curriculum Reform, (2) Student Success (3) Expanded Access to Education, (4) Digital Transformation, (5) Improved Organisational Culture and Management, and (6) Policy, Data Management, and Educational Research. A considerable amount of time and effort was invested in the development of strategies to optimise academic success and to increase learning paths for students to fulfil their aspirations.

We are grateful to the Executive Management of the Ministry, who played an integral role in the construction of the Organisational Framework, which encapsulates the comprehensive structure of the Department and Ministry of Education. This document, in particular, will assist all stakeholders in understanding and appreciating the functions of the units, sections, districts, divisions, and departments within the organisation, and how they collectively work to provide our citizens with this inalienable right: Education.

Dominique McCartney-Russell  
Director of Education



# Strategic Plan *Framework*



The Vision for Education serves as the foundation, providing the overarching guidance for the strategic plan. This vision informs the Mission Statement, which defines the specific purpose and direction for the education system. The Mission Statement then guides the development of the Ministry's Goals, ensuring alignment with the broader vision. These goals, working in tandem with the Shared Vision 2030 and National Development Plan 2040 as well as the PLP's Blueprint for Change, shaped the creation of the Strategic Plan 2023–2026. This interconnected process ensures that the strategic plan reflects the nation's aspirations, aligns with long-term national priorities, and incorporates the commitments of the governing party, providing a cohesive and actionable roadmap for achieving educational progress.



## VISION

Our vision is for a Bahamian Education system that will foster academic excellence and equip students with multiple literacies that will enable them to make meaningful contributions as nation-builders who are globally competitive.

## MISSION

The mission of the Department and Ministry of Education is to provide all persons in The Bahamas an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes, and skills required for life, both in a democratic society guided by Christian values and in an inter-dependent changing world.

## GOALS

**Access to Education:** Ensure equitable access to education for all students by eliminating barriers, providing necessary resources and infrastructure, and implementing inclusive policies that guarantee every child has the opportunity to learn and succeed.

**Quality Education:** Deliver high-quality education through continuous improvement of teaching methods, curriculum standards, and learning environments, ensuring that every student receives an education that is engaging, relevant, and meets international standards of excellence.

**Human Development:** Promote holistic human development by addressing the physical, mental, and emotional well-being of all stakeholders, fostering character development, ethical behaviour, and social responsibility, and providing lifelong learning opportunities for personal and professional growth.

**Global Competitiveness:** Achieve international excellence by integrating innovative curriculum practices, enhancing workforce readiness, and aligning with international standards to ensure optimal national placement in the global arena.



## 1. ACCESS TO EDUCATION

### 1.1 AVAILABILITY

Ensuring that educational facilities are geographically accessible to every child, including those in rural and remote islands. This involves building more schools, improving transportation to existing schools and utilising technology to offer remote learning options.

### 1.2. AFFORDABILITY

Making education financially accessible by minimising or eliminating costs associated with schooling, such as tuition fees, textbooks, uniforms and transportation.

### 1.3. INCLUSIVITY

Adapting educational environments to cater to the needs of all students, including those with disabilities, learning difficulties or special education needs, from diverse cultural backgrounds and those facing socio-economic challenges. This includes physical accessibility and accommodations.

### 1.4. SAFETY

Creating educational environments that are safe and conducive to learning, free from violence, harassment and discrimination.

### 1.5 POLICY AND LEGISLATION

Developing and implementing effective policies and legislation that promote equal access to education, protect students' rights, ensure fair resource allocation and set high standards for educational quality and accountability.

### 1.6. MANAGEMENT AND LEADERSHIP

Strengthening school management and leadership to foster a culture of continuous improvement and accountability, ensuring that all students receive high-quality education in a supportive and organised environment.

### 1.7. QUALITY

Ensuring that students have access to high-quality teaching, relevant curriculum and adequate learning resources to support effective learning outcomes.

### 1.8. STUDENT SUPPORT AND SERVICES

Ensuring that adequate support services, such as counselling, health services and academic support are available to all students to help them succeed.



## 2. QUALITY EDUCATION

### 2.1. CURRICULUM RELEVANCE

Developing and implementing a comprehensive curriculum that is relevant, balanced, and aligned with both current academic standards and future-ready skill requirements.

### 2.2. EFFECTIVE TEACHING

Ensuring that instruction is delivered by qualified and competent teachers who use appropriate pedagogical methods, foster a positive learning environment and are involved in continuous professional development.

### 2.3. LEARNING ENVIRONMENTS

Creating safe, inclusive, and stimulating learning environments that support academic and social-emotional development.

### 2.4. ASSESSMENT, EVALUATION AND INTERVENTION

Establishing a robust system of assessment, evaluation, and intervention that accurately measures student progress, identifies learning needs and implements timely support strategies to ensure every student achieves their full potential.

### 2.5. RESOURCE ALLOCATION

Ensuring that educational institutions have the necessary resources, including human, funding, infrastructure, and learning materials, to deliver quality education effectively.

### 2.6. ENGAGEMENT AND PARTNERSHIPS

Fostering strong partnerships among schools, families, communities and other stakeholders to support student learning and well-being.

### 2.7. TECHNOLOGY INTEGRATION

Leveraging technology to enhance learning and teaching processes, including digital learning tools, online resources and data analytics.

### 2.8. RESEARCH AND DATA

Leveraging research and data-driven practices to inform educational decision-making, improve teaching strategies and enhance student learning outcomes, ensuring a high-quality education that is evidence-based and responsive to the needs of all learners.





### 3. ACCESS TO EDUCATION

#### 3.1. HEALTH AND WELLNESS

Promoting the health and wellness of all stakeholders by providing comprehensive health education, access to nutritious meals, physical fitness and sports programs, and mental health support services, ensuring a healthy and supportive learning environment.

#### 3.2. EDUCATION AND TRAINING

Enhancing the education and training of stakeholders by offering relevant opportunities across various domains, including academic, technical, vocational and professional education. Additionally, focus on developing essential soft skills such as communication, teamwork and problem-solving, as well as digital skills to ensure stakeholders are equipped with the knowledge and abilities needed for personal and professional success in the modern world.

#### 3.3. CHARACTER DEVELOPMENT AND VALUES

Fostering character development and promoting core values and beliefs by integrating values education into the curriculum. Encouraging ethical behaviour, integrity, respect, inclusivity, and social responsibility among all stakeholders, creating a supportive and harmonious educational environment.

#### 3.4. STAFF SUPPORT SYSTEMS AND SERVICES

Developing and maintaining robust support services and systems that address the diverse needs of stakeholders, including counselling, mentorship and academic support ensuring everyone has the resources they need to succeed.

#### 3.5. NATIONALISM

Cultivating a sense of nationalism by promoting national pride, cultural awareness and a deep understanding of national history and values, encouraging stakeholders to contribute positively to the nation's development.

#### 3.6. EMPOWERMENT

Optimising the skills, abilities and potentials of stakeholders to achieve their best possible outcomes by providing opportunities for leadership, decision-making and self-advocacy, enabling them to take active roles in their own development and progress of the education system.

#### 3.7. ORGANISATIONAL CULTURE

Cultivating a positive organisational culture that promotes collaboration, respect, and continuous improvement, fostering an environment where all stakeholders are valued and supported, contributing to their overall human development and well-being.

#### 3.8. CAREER ADVANCEMENT

Providing clear pathways for career growth, including promotions, mentorship programs, and performance evaluations to help staff reach their full potential.





## 4. GLOBAL COMPETITIVENESS

### 4.1. QUALITY EDUCATION

Ensuring the delivery of high-quality education by continuously improving teaching methods, curriculum standards, and learning outcomes, ensuring every student receives an education that meets international standards.

### 4.2. CURRICULUM INNOVATION

Fostering innovation in the curriculum by integrating contemporary educational practices, emerging technologies, and interdisciplinary approaches to create engaging and relevant learning experiences.

### 4.3. WORKFORCE READINESS

Equipping students with the skills and knowledge necessary for the modern workforce through career-focused education, vocational training, and partnerships with industries to ensure they are well-prepared for employment and entrepreneurial opportunities.

### 4.4. INTERNATIONAL BENCHMARKING AND CREDENTIALING

Implementing and maintaining international benchmarking and credentialing systems to align educational standards with global best practices and ensure students receive qualifications recognised and respected worldwide.

### 4.5. INTERNATIONAL COLLABORATION

Promoting international collaboration by establishing partnerships with educational institutions, organisations, and experts globally to share knowledge, resources, and best practices.

### 4.6. LANGUAGE AND CULTURAL COMPETENCE

Developing language and cultural competence in students by incorporating multilingual education and cultural studies into the curriculum, preparing them to thrive in a globalised world.

### 4.7. INFORMATION AND COMMUNICATION TECHNOLOGY

Leveraging technology to enhance learning and teaching processes, including digital learning tools, online resources, and data analytics.

### 4.8. NATIONAL IDENTITY

Cultivating a strong national identity by embedding national history, values, and cultural heritage into the educational experience, fostering pride and a sense of belonging among students.

# Shared Vision for Education 2030

## 1. Principal Target for the Education System

- 1.1. Increase the graduation rate from 50% to 85% by the year 2030.
- 1.2. Develop multiple pathways to graduation as a means of increasing the chances of student success.
- 1.3. Establish minimum levels of scholastic achievement (which account for all aspects of schooling) to assure more holistic learning on the part of our students.
- 1.4. Improve appreciation for the fact that all students have strengths which ought to be developed and enhanced.
- 1.5. Ensure that the curriculum and other educational programmes are constructed in such a way that they establish a strong foundation for learning and facilitate the development of the characteristics of the ideal graduate in each and every student.
- 1.6. Strengthen mechanisms to ensure that all persons at all levels within the system are accountable for the performance of every student.

## 2. Pre-Primary Education

- 2.1. Reduce the proportion of students (currently estimated at 70 percent) entering primary school without pre-school experience.
- 2.2. Ensure that the quality of education offered at that level, which is delivered by a wide range of providers, meets national standards regardless of the provider.

## 3. Primary Education

- 3.1. Lower primary (Grades 1 to 3), will focus on providing students with the most basic reading and numeracy skills along with building their self-esteem and teaching them to live and work with others.
- 3.2. Upper primary schooling will use foundational skills to expand the students learning to other subjects including science and social studies.
- 3.3. Upon entering primary school, every student will undergo physical and psychological screening so that his learning needs may be determined;
  - 3.3.1. Implement a reliable system of assessment, which is comprehensive but not burdensome to monitor and evaluate student performance. As soon as practicable after the determination of a need, students will receive prescriptive intervention to ensure appropriate grade level performance.
  - 3.3.2. Create a system where students will be placed in classes which have the professional staff complement to ensure that the learning needs of each student are met.
- 3.4. Upon leaving grade six, students will:
  - Be literate and numerate at or above the fifth grade level.
  - Acquire simple basic strategies for a healthy life-style, socialisation and wholesome living.
  - Acquire foundational skills needed to become critical thinkers, problem solvers and reflective learners.
  - Be motivated to learn and to achieve success at the secondary school level.

#### **4. Secondary Education**

- 4.1. Expansion of magnet programmes and career academies to provide programmes of excellence in a wide range of areas which cater to student learning competencies and interests as well as labour market needs.
- 4.2. Revision of the relevant curricular guides to provide students with a sufficiently diverse, rigorous and productive learning experience.
- 4.3. Provision of career guidance and counselling services to all students so that they are able to build on their strengths, improve their weaknesses and make appropriate career and life choices.
- 4.4. Expansion of the extra-curricular activities to allow for the remediation and enrichment of student achievement.
- 4.5. Introduction of a comprehensive system of national qualifications, including the Bahamas National High School Diploma.

#### **5. Post-Secondary/ Tertiary Education**

- 5.1. To establish and activate a comprehensive, transparent and effective system of accreditation for all post-secondary and tertiary institutions operating in the country (in keeping with the National Accreditations and Equivalency Council Act).
- 5.2. To develop appropriate mechanisms to create a stronger relationship between the courses and programmes offered to students and the needs of the local labour market.
- 5.3. To increase access to post-secondary and tertiary education by employing a variety of financial schemes including cost reduction strategies and scholarship, grant, and work- study assistance programmes.
- 5.4. To increase public funding for BTVI and BASMI to facilitate the training of a cadre of skilled workers in sufficient numbers to meet local demands.
- 5.5. To prepare students better for entry into the local labour market and assist students in understanding how they can seize the economic opportunities within the local economy.
- 5.6. To introduce a system of grants and awards which will be used to incentivise the production of research to support decision-making in both the public and private sectors.
- 5.7. To facilitate lifelong learning opportunities by creating easily accessible low-cost, high interest courses covering a wide array of topics.
- 5.8. To establish an appropriate mechanism for the credentialing of skilled workers who possess and demonstrate industry-level skills, but lack qualifications obtained as a result of formal training.

## **6. Catering to the Special Learning Needs of Students**

- 6.1. To embrace the concept of inclusion. Every effort will be made to include as many students in the mainstream learning environment as possible. Exceptions should only be made for the most severe cases.
- 6.2. To provide adequate training to teachers and other education professionals to identify special learning needs in students and address them appropriately.
- 6.3. To implement a screening exercise to detect the special learning needs of students as they enter the school system.
- 6.4. Expand services offered at the Marjorie Davis Institute for Special Education (MDISE) to cover the following areas:
  - 6.4.1. Diagnostic services designed to identify the special learning needs of students and design Individual Learning Programmes to facilitate their remediation.
  - 6.4.2. Instructional intervention which provides intensive, short-term instruction to students with mild to moderate special learning needs.
  - 6.4.3. Public awareness, education, and training campaigns to impart the appropriate knowledge, skills and strategies to a wide range of persons (including teachers, family members, youth workers, caregivers, employers and members of the general public).
  - 6.4.4. Research in order to gain a better understanding of the special needs experienced by children living in The Bahamas and to assess the effects of the various intervention strategies used.
- 6.5. Provide the needed resources to support special education at mainstream and special schools as well as the MDISE.
- 6.6. Provide opportunities for skills training at stand-alone special education facilities for students with extreme learning needs.

## **7. Alternative Forms of Educational Delivery**

- 7.1. To implement alternative forms of educational delivery to support but are not limited to:
  - Individuals located in rural and remote locations.
  - Students who, for a variety of reasons such as profound special learning needs and behavioural challenges, have demonstrated an inability to cope with mainstream schooling.
  - Individuals who are suffering from health conditions which have confined them to home or a medical facility for extended periods of time.
  - Children of school age whose parents, for a variety of reasons including a desire to increase familial ties or exert greater control over the educational content received, wish to home-school them.
  - Incarcerated persons.
- 7.2. To embrace the wide range of traditional and modern methods of content delivery from face-to-face instruction to other modalities employing Information and Communications Technology (ICT).
- 7.3. To collaborate with local media houses to provide programming which directly or indirectly supports the curriculum generally and values education specifically.

## **8. Strengthening Partnerships and Engaging Parents and Other Stakeholders**

- 8.1. Design suitable policies and practices to encourage meaningful and consistent involvement of parents in the formal education process.
- 8.2. Empower school boards to organise supplemental after school programmes and initiatives to assist in student development and in building school spirit and community support.
- 8.3. Develop well-coordinated, integrated approaches to satisfying all of the pre-conditions needed to promote learning.

## **9. Enhancing Skills of Workers in Education**

- 9.1. Commit at least one percent of the public expenditure on Education annually to professional development activities.
- 9.2. Employ a variety of strategies, including the Future Teachers of The Bahamas programme and student grants, to attract some of the better students to work in the education sector.
- 9.3. Work more closely with The College of The Bahamas and other local and regional institutions that provide pre-service teacher training to ensure that student teachers are exposed to a rigorous and relevant curriculum.
- 9.4. Increase significantly the professional development activities offered by creating a Professional Development Section capable of offering a wide array of high quality, relevant professional development activities using multiple modalities.
- 9.5. Improve the quality of mentoring and coaching provided for teachers, particularly novice teachers and those in need of additional guidance and support.
- 9.6. Re-organise the Curriculum Division so that the assignment of curriculum officers will best support the supervision and mentoring of teachers.
- 9.7. Facilitate and support the creation and development of professional communities among teachers and other educational personnel to encourage continued learning and the sharing of ideas and best practices.
- 9.8. Provide a variety of opportunities for the mobility of educational professionals within the system.

## **10. Reforming the Education Bureaucracy**

- 10.1. To develop a clear set of goals and objectives to inform the work of the Education Sector (including all of its components without regard to the ministerial portfolio in which they might be located at the time).
- 10.2. To re-organise the Ministry with responsibility for Education including shifting of some responsibilities within the central office and from the central office to schools.
- 10.3. To revise the Education Act to develop a modern framework capable of meeting the needs of the various education stakeholders.
- 10.4. To implement a comprehensive communications strategy to ensure that the goals and objectives are clearly communicated and agreed upon by all stakeholders.
- 10.5. To strengthen the channels and levels of communication to support improved decision-making within the Ministry.
- 10.6. To introduce comprehensive systems to support the policy-making, reporting and accountability processes.
- 10.7. To increase the level of objectivity in monitoring and evaluating the work of those in the education sector to provide assistance where needed and commendation when deserved.

## **11. Financing Education**

- 11.1. To systematically increase public expenditure on education over the next 5 years so that it amounts to 20 percent of total public expenditure by FY 2020-2021 and maintain this level of expenditure until 2030.
- 11.2. To create new and expand on existing opportunities for the involvement of the private sector in the educational enterprise.
- 11.3. To use the allocated resources in the most effective manner and account fully for their use.
- 11.4. To embrace Performance- Based Programme Budgeting as a means of strengthening the ties between key variables as well as improving upon the levels of accountability.

# Manifesto Goals

## Progressive Liberal Party

### A Blueprint for Change

2021 - 2026

## 6. Revolution in Education: The Great Equaliser.

### 6.1 Shared Vision

- 6.1.1. In line with the PLP's previous posture addressed by the National Development Plan, we will remove political partisanship from educational policies. Eliminate Social Promotion.
- 6.1.2. Revamp national curriculum to include Bahamian culture and history, and soft-skills.
- 6.1.3. Develop strategic magnet- type public schools that offer specialized studies.

### 6.2. Life-Long Learning

- 6.2.1. The PLP will develop a framework, through the National Training Agency, to provide opportunities for life-long learning for our citizens to be able to continue learning and training throughout life.

### 6.3. Trades Training

- 6.3.1. Make trade schools more accessible and inexpensive.
- 6.3.2. Reposition and re-energise BTVI as a regional leader in training, in partnership with international institutions.
- 6.3.3. Bring together trades and technology with the creation of a Center for the Built Environment that promotes sustainable building practices, environmental stewardship and collaborative learning.
- 6.3.4. Introduce trades training in grade 10, in collaboration with BTVI, as a viable choice for students.
- 6.3.5. Identify skills early and nurture same.
- 6.3.6. Establish satellite branches of BTVI at Senior High Schools to increase access by adult learners to technical and refresher training and certification during evenings and weekends in communities throughout The Bahamas.
- 6.3.7. Develop BTVI into the University of Technology of The Bahamas, as a regional centre of excellence of applied science, technology and innovation in the context of small island nation states, especially in computers and software development.

### 6.4. STEAM

- 6.4.1 The future of careers has changed and we must adapt. The PLP will redesign primary and secondary school curricular to prioritise STEAM (science, technology, engineering, arts and mathematics).

### 6.5. High School Innovation Centres

- 6.5.1. Develop High School Arts & Creative Program, and a Center for Creatives with workspaces for artists and activities.

## **6.6. Entrepreneurial Studies**

- 6.6.1. The PLP will implement Entrepreneurial Studies beginning in primary school.
- 6.6.2. The PLP will ensure the development of The University of The Bahamas' Innovation Park. This will be a student incubator with a focus on ensuring that students with entrepreneurial mindsets receive the necessary training and assistance to start and expand their business ventures.

## **6.7. Innovation Competition**

- 6.7.1. Sponsor an annual competition, with a \$50,000.00 cash prize for the best app developed by a Bahamian under 25.

## **6.8. Green Technology Competition**

- 6.8.1. Sponsor an annual competition, with a \$50,000.00 cash prize for green technology development.

## **6.9. Grand Bahama Hotel and Catering College**

- 6.9.1. The re-establishment of the Grand Bahama Hotel and Catering College on the island of Grand Bahama.

## **6.10. Bahamas Agricultural and Marine Science Institute [BAMSI]**

- 6.10.1. In collaboration with the University of The Bahamas, as an independent institute, eliminate duplication and incorporate the administrative, quality control, instructional, curriculum and research capabilities of the University of The Bahamas behind the national initiatives of food security, agribusiness and the blue and green economy initiatives.
- 6.10.2. Address socioeconomic inequalities, including expanding assistance/ feeding programmes.
- 6.10.3. BAMSI will be further expanded to other family islands to further promote the need for sustainable farming and food security.

## **6.11. Maritime Academy**

- 6.11. 1 Establish Public/Private Partnership with maritime academies, under the University of The Bahamas, as a centre of excellence of training in maritime navigation, engineering, port management, maritime surveying, maritime insurance, port support services and seamanship.





## STRATEGIC GOAL 1

# CURRICULUM REFORM

Enhance curriculum and instruction to strengthen the development of foundational skills, improve literacy and numeracy at all levels, promote creative arts, cultural heritage, and sports, and improve workforce readiness.

**Intermediate Outcome 1.1: Strengthen the development of foundational skills in lower primary.**

<b>Objectives</b>	<b>Performance Indicator</b>
1.1a. Improve literacy and numeracy by prioritizing critical skills through restructuring subject content offerings and pacing guides. [SV3.1; SV4.2; DOE2.1]	Restructured pacing guides that prioritise critical literacy and numeracy skills are produced.
	100% of schools will implement the revised curriculum and pacing guides.
	60% of teachers reporting increased flexibility to address pre-teaching, remediation, and mastery during instruction.
	80% of students demonstrating measurable improvement (2 <sup>o</sup> yearly) in literacy and numeracy skills.
1.1b. Promote interdisciplinary, real-world teaching and learning by integrating Social Science topics into language arts and mathematics instruction. [SV3.1; SV4.2; DOE2.1]	An Integrated Social Science curriculum for lower primary is developed inclusive of Religious Studies, Social Studies, Science and Family Life.
	Social Science textbook for each grade level is created.
	Integration Guide for each grade level is created.
	Teaching and learning resources for Social Sciences integration in Language Arts and Mathematics are created in a phased approach.
	100% of schools will implement the integrated lesson approach.
	60% of teachers effectively encouraging interdisciplinary, critical thinking and real-world skills in teaching and learning in language and math.
	50% of students demonstrating improved critical thinking and real-world problem-solving skills.
1.1c. Enhance instructional strategies in literacy, numeracy, and social science integration by providing targeted professional development for lower primary teachers. [DOE2.1]	Creation of a training programme and schedule that systematically targets all lower primary teachers.
	100% of lower primary teachers will complete professional development programmes focused on strengthening literacy and numeracy instruction and integrating social science topics.
	80% of teachers demonstrating improved instructional practices.

**Intermediate Outcome 1.2: Improve literacy and numeracy skills across all grade levels, ensuring students meet at least grade-level proficiency.**

<b>Objectives</b>	<b>Performance Indicator</b>
1.2a. Strengthen critical literacy and numeracy skills at all grade levels by prioritizing essential topics and revising the Language Arts and Math curriculum. <b>[SV4.2; DOE2.1]</b>	Restructured pacing guides are produced.
	100% of schools will implement the revised Language Arts and Math pacing guides.
	80% of teachers reporting increased focus on essential literacy and numeracy skills in classroom instruction.
	70% of students demonstrating grade level proficiency in literacy and numeracy essential topics.
1.2b. Strengthen teacher expertise in Language Arts and Math by providing ongoing professional development in effective instructional strategies, data-driven teaching, and differentiated learning. <b>[DOE2.2; DOE3.2]</b>	Creation of training programme and schedule that systematically targets all language arts and mathematics teachers.
	100% of language arts and mathematics teachers will complete professional development programmes focused on strengthening literacy and numeracy instruction.
	80% of teachers demonstrating improved instructional practices.
	70% of students demonstrating measurable improvement (2% yearly) in literacy and numeracy skills.
1.2c. Promote a culture of reading for enjoyment by introducing school-wide reading initiatives that encourage students to explore literature for pleasure. <b>[DOE3.3]</b>	70% of schools will implement reading for enjoyment programmes including book fairs, author spotlights, book clubs, etc.
	60% of students participating in reading activities.

**Intermediate Outcome 1.3: Promote creative arts development by integrating arts education into the curriculum and fostering student creativity and cultural expression.**

<b>Objectives</b>	<b>Performance Indicator</b>
1.3a. Encourage students to demonstrate their learning through artistic forms, such as drawing, music, and drama. <b>[MPG6.5.1; DOE2.1]</b>	Creation of “Assessment Through the Arts” guide to provide practical strategies for incorporating and assessing artistic expression in non-artistic subjects.
	70% of schools integrate artistic forms into other subject areas to express their understanding of subject
	80% of students are given the opportunity to demonstrate learning through artistic expression/forms.
	60% of participating teachers will report positive perceptions of incorporating artistic forms into their instruction.



**Intermediate Outcome 1.4: Promote physical fitness and athleticism by implementing a comprehensive sports programme that encourages widespread student participation and supports talent development.**

<b>Objectives</b>	<b>Performance Indicator</b>
1.4a. Promote diverse athletic skills and career exploration by revising the Physical Education curriculum to include a wider range of sports, physical activities, and sports-related careers. <b>[DOE2.1]</b>	Revised PE curriculum developed.
	Revised PE curriculum will be implemented in 100% of schools.
	100% of students will be exposed to at least two new sports or physical activities and learn about sports-related careers.
1.4b. Increase student access to afterschool sports by creating a governance policy for efficient resource allocation and programme monitoring. <b>[DOE2.8]</b>	After-school sports programme management policy is developed.
	100% of schools will implement the policy guidelines for afterschool sports programmes.
	20% increase in student participation in afterschool sports programmes.
1.4c. Enhance PE teachers' qualifications by supporting them in obtaining coaching certifications through professional development opportunities and partnerships with national sports organisations. <b>[DOE2.2; DOE3.2; DOE4.4]</b>	50% of PE teachers will obtain coaching certifications.
	80% of certified teachers actively coaching school sports teams.

**Intermediate Outcome 1.5: Promote Bahamian heritage and culture by integrating cultural education across the curriculum and fostering student engagement in local traditions, arts, and history.**

<b>Objectives</b>	<b>Performance Indicator</b>
1.5a. Foster a comprehensive understanding of local heritage by integrating aspects of Bahamian culture and history into all subject areas through a phased approach, adding new elements each year. <b>[DOE2.1; DOE3.5; DOE4.7; MP6.1.2]</b>	An implementation guide for cultural integration across the subject areas is developed in alignment with the national cultural calendar of events.
	100% of schools incorporating Bahamian cultural and historical content across the subject areas.
	75% of students will engage in school-based cultural activities.
1.5b. Develop and publish a Bahamian history textbook with adoption of its use in schools around the country. <b>[DOE2.3; DOE3.5; DOE4.7; MP6.1.2]</b>	The Bahamian history textbook is published.
	100% of schools receive copies of the textbook.
	70% of teachers will use the textbook as a resource.
1.5c. Expand student access to Bahamian historical and cultural experiences by offering both physical and virtual field trips to significant cultural sites and events. <b>[DOE2.7; DOE3.5; DOE4.7; MP6.1.2]</b>	A database of historical and cultural sites for each island is developed indicating which sites have virtual options.
	Field trip companion worksheets with cross curricula integration ideas are produced for each location.
	75% of schools will facilitate at least one physical or virtual field trip focused on Bahamian history and culture annually.

**Intermediate Outcome 1.6: Enhance students' workforce readiness by improving career education, technical skills development, and real-world experience.**

<b>Objectives</b>	<b>Performance Indicator</b>
1.6a. Ensure all senior high students have access to comprehensive career counselling services, supporting informed career choices and post-secondary planning. <b>[SV4.3; DOE1.8; DOE2.5, MPG3.5; MP5G2]</b>	Career interest inventory is assessed on all grade 10 students.
	100% of senior high schools will have access to career counselling services.
	80% of students will demonstrate improved awareness of career options and post-secondary pathways.
1.6b. Expand access to professional and industry certification programmes for high school students, providing opportunities for students to earn credentials that enhance their career readiness. <b>[DOE4.2; DOE4.3; DOE4.4; MPG3.5; MP5G2]</b>	70% of high schools will offer programmes that lead to professional and industry certifications.
	60% of participating students will earn at least one certification by the end of high school.



## STRATEGIC GOAL 2

# STUDENT SUCCESS

Ensure all students receive academic and social-emotional support, equitable opportunities, and essential skills for lifelong success and adaptability in a changing world.



**Intermediate Outcome 2.1: Increase student attendance and punctuality, fostering consistent engagement and accountability among all stakeholders.**

Objectives	Performance Indicator
2.1a. Improve attendance and punctuality monitoring by enforcing policy compliance for daily marking in BELMS. <b>[DOE1.1; DOE1.8]</b>	A policy is developed and communicated.
	100% of schools record daily attendance and punctuality in BELMS.
2.1b. Reduce absenteeism and improve punctuality through the development and implementation of comprehensive strategic plan that includes community partnerships, intervention programmes, and the use of digital tools to monitor, track, and flag attendance and punctuality issues. <b>[DOE1.1; DOE1.8]</b>	A comprehensive strategic plan is developed.
	The strategic plan is implemented and monitored by the relevant stakeholders.
	70% of flagged cases receive timely intervention.

**Intermediate Outcome 2.2: Strengthen socio-emotional support systems for students, ensuring accessible and practical resources that promote well-being and resilience.**

Objectives	Performance Indicator
2.2a. Ensure equitable access to Guidance and Counselling services by establishing a central Guidance and Counselling Centre that provides additional support to in-school counsellors and essential services to schools without including Family Islands, preschools and special schools. <b>[SV4.3; DOE1.8; DOE2.5]</b>	A central Guidance and Counselling Centre will be fully operational.
	100% of in-school counsellors will receive additional support.
	100% of schools without guidance counsellors including those on Family Islands, preschools, and special schools will receive access to essential counselling services.
2.2b. Ensure students in need receive breakfast and lunch by expanding the School Feeding Programme. <b>[MP6.9.4; SV1.3; DOE1.8; DOE3.1]</b>	The School Feeding Policy is developed.
	90% of eligible students receive breakfast and lunch daily.
2.2c. Effectively track and provide timely interventions for at-risk students through a comprehensive database and support system. <b>[MPSG5; DOE1.8]</b>	An at-risk student database is created with appropriate coding for at-risk factors that lead to established pathways for intervention based on identified factor/s.
	100% of at-risk students are identified according to established timeline.
	100% of identified at-risk students receive targeted interventions.
	80% of at-risk students show measurable progress.
2.2d. Promote effective homework and studying practices for students fostering academic success through student agency. <b>[DOE3.2; DOE3.6]</b>	80% of schools will promote student agency initiatives through events like student workshops, resource sheets, and parent events.
	70% of participating students and parents reporting the workshop as useful.



<p>2.2e. Develop and implement a residential rehabilitation program to support students with behavioural challenges, aiming to improve their academic, social, and emotional well-being in a secure, structured environment. [SV4.3; DOE1.8; DOE2.5]</p>	A residential rehabilitation programme will be developed.
	An appropriate location for the rehabilitation program is secured, meeting all safety, accessibility, and space requirements for the residential and educational components.
	Recruit and onboard 100% of required staff positions (including educational, therapeutic, and support staff).
	Enrol the first cohort of students achieving 100% completion of initial orientation and individualized assessments (academic, behavioural, and social-emotional) for all enrolled students within the first two weeks of admission.

**Intermediate Outcome 2.3: Provide tailored academic support for students performing below grade level, above grade level and for gifted students, ensuring that all learners are challenged and supported to reach their full potential.**

Objectives	Performance Indicator
<p>2.3a. Support students performing below grade level by developing and implementing targeted intervention programmes that provide tailored resources and strategies. [DOE2.4; MPSG1; MPSG9]</p>	100% of schools will have intervention programmes.
	70% of participating students showing measurable improvement in academic performance.
<p>2.3b. Establish advancement opportunities for students performing two to three levels above grade expectancy, through accelerated and advancement placement programmes. [SV1.3; SV4.1; SV4.2; DOE1.1; DOE3.6; DOE4.1]</p>	A policy and support programme for student advancement options will be implemented.
	100% of schools will have access to advancement options.
	75% of eligible students participate in the programme.
<p>2.3c. Establish advancement opportunities for gifted students. [SV1.3; SV4.1; SV4.2; DOE1.1; DOE3.6; DOE4.1]</p>	A gifted student programme policy including identification process is developed.
	100% of schools equipped to identify gifted students and provide advancement pathways,
	Students are enrolled in gifted programme.
<p>2.3d. Modernise school libraries into multimedia resource centres by upgrading digital and physical resources, integrating technology, and providing access to diverse learning tools. [DOE1.1; DOE1.8; DOE2.5; DOE2.7;]</p>	45% of school libraries will be transformed into multimedia resource centres.
	30% of students at participating schools reporting increased usage of library resources for research, literacy, and multimedia learning, as measured through student surveys and usage data.

**Intermediate Outcome 2.4: Enhance student retention by expanding access to diverse extracurricular activities and establishing robust student recognition, fostering engagement, commitment, and a sense of accomplishment.**

<b>Objectives</b>	<b>Performance Indicator</b>
2.4a. Ensure equitable participation and support for diverse student interests by expanding access to school and community-based clubs with established governance structures. <b>[SV4.4; DOE2.6; DOE3.6]</b>	Policy for extra-curricular and club governance developed.
	100% of schools will implement standardized governance structures for clubs.
	100% of schools will have access to at least one school or community-based club.
	70% of participating students will report satisfaction with club offerings and support for their interests.
2.4b. Provide special recognition and dedicated support for academic advancement by establishing a Student Honour Society to identify and celebrate high-achieving students. <b>[SV1.5; DOE3.3; DOE3.6; MPSG8]</b>	The Student Honour Society will be established.
	100% of eligible high-achieving students given the opportunity to apply or be nominated.
	90% of inducted students will receive personalized support for academic opportunities, such as scholarships, internships, and mentorship.
	80% of Honour Society members will report increased access to academic and career opportunities.

**Intermediate Outcome 2.5: Improve accessibility, screening, and placement for students with special learning needs, ensuring inclusive support for their educational and developmental growth.**

<b>Objectives</b>	<b>Performance Indicator</b>
2.5a. To ensure efficient access, accurate identification, and timely delivery of services by streamlining Special Services and Marjorie Davis Institute for Special Education processes and implementing a universal screener with training for administration. <b>[SV6.1; DOE1.3]</b>	Special Services and MDISE processes will be
	90% of targeted staff trained to administer the screener effectively.
	100% of targeted schools will implement a universal screener.
	80% of identified students will receive services within a defined response time.

**Intermediate Outcome 2.6: Support multiple pathways to graduation, ensuring students have access to options that align with their abilities, interests, and career goals.**

<b>Objectives</b>	<b>Performance Indicator</b>
2.6a. Implement the Technical and Inclusion tracks of the Bahamas High School Diploma (BHSD), in alignment with the BHSD Commission mandate. <b>[SV1.1; SV1.2; SV1.3; SV4.5; DOE1.1; DOE1.8]</b>	The Technical and Inclusion BHSD options will be fully developed.
	100% of high schools implementing the new options.
	50% of eligible students enrolled in these tracks obtaining the BHSD Technical or Inclusion award.





## STRATEGIC GOAL 3

# ACCESS TO EDUCATION

Improve access to education by conducting school geolocation and demographic analysis, expanding universal preschool education, and enhancing virtual and online learning opportunities.

**Intermediate Outcome 3.1: Conduct school geolocation and demographic analysis to optimise the placement and capacity of educational facilities based on population trends and migration patterns.**

<b>Objectives</b>	<b>Performance Indicator</b>
3.1a. Develop a comprehensive geospatial analysis tool to map current school locations. <b>[DOE1.1; DOE2.8]</b>	A geospatial analysis tool will be developed and deployed. 100% of schools will be mapped
3.1b. Analyse population growth and migration trends to identify areas where additional school facilities or resources are needed. <b>[DOE1.1; DOE2.8]</b>	A report of the population analysis is completed.
3.1c. Ensure equitable access to education by developing a data-driven resource allocation plan that addresses imbalances in school capacity. <b>[DOE1.1; DOE2.8]</b>	A resource allocation plan will be developed and implemented across the education system.

**Intermediate Outcome 3.2: Achieve universal access to quality preschool education, ensuring all children are prepared for primary school.**

<b>Objectives</b>	<b>Performance Indicator</b>
3.2a. Increase access to preschool education by maximizing the utilization of current resources and adding new preschool seats. <b>[SV2.1; DOE1.1]</b>	5% increase in enrolment in public and voucher-supported preschools. 100% occupancy rate of all current public and voucher-supported preschool seats. 60 new preschool seats added through facility expansion.
3.2b. Ensure preschool students are equipped with the necessary competencies and readiness. <b>[DOE2.4]</b>	80% of preschool students will meet the established competencies for Grade 1 readiness.

**Intermediate Outcome 3.3: Expand access to high-quality virtual and digital learning opportunities, ensuring equitable student access.**

<b>Objectives</b>	<b>Performance Indicator</b>
<p>3.3a Expand educational support for schools and students nationwide by restructuring the Virtual School to provide intervention and enrichment programmes, advanced placement options, and supplemental teaching for Family Island schools lacking sufficient on-ground teachers.  <b>[SV7.1; SV7.2; DOE1.1; MOE2.3]</b></p>	The Virtual School will be restructured to offer more services.
	100% of schools will have access to the Virtual School's expanded services either through synchronous or asynchronous delivery methods.
	50% of schools in need will participate in intervention and enrichment programmes offered by the Virtual School.
	90% of Family Island schools in need will receive supplemental teaching services to address teacher shortages.
<p>3.3b Enhance flexibility and personalized learning for students by piloting in-school hybrid learning solutions that integrate digital resources with face-to-face instruction.  <b>[SV7.1; SV7.2; DOE2.7; DOE3.6]</b></p>	Pilot programme is developed.
	100% of targeted schools have implemented the in-school hybrid learning solutions.
	80% of participating students and teachers reporting improved flexibility and engagement.
<p>3.3c. Ensure that all schools are equipped to provide continuous learning solutions during crises by developing an Education in Emergency Protocol and Policy.  <b>[DOE1.1; DOE1.5]</b></p>	The Education in Emergency Protocol and Policy will be developed.
	90% of schools demonstrating readiness to transition to emergency learning protocols during crises.





## STRATEGIC GOAL 4

# DIGITAL TRANSFORMATION

Advance digital transformation and innovation by enhancing ICT management, integrating technology into teaching and learning, expanding access to digital resources, and promoting digital literacy across the education system.

**Intermediate Outcome 4.1: Establish efficient IT policies, management and services to ensure reliable access to devices, digital resources, and support for students and teachers.**

<b>Objectives</b>	<b>Performance Indicator</b>
4.1a. Develop a comprehensive Technology in Education policy that integrates all guidelines and governance policies for technology use within educational settings, ensuring consistent and responsible application. <b>[DOE1.5; DOE1.6; DOE2.7; DOE4.8]</b>	The Technology in Education policy will be completed and implemented.
	100% of schools implementing the standardized guidelines for technology use.
4.1b. Provide all students and teachers with access to devices in school, promoting equitable digital learning opportunities by establishing an ICT procurement and maintenance plan. <b>[DOE4.7; MPSG9]</b>	The ICT procurement and maintenance plan is developed.
	100% of schools will receive devices for students and teachers at a specified ratio each year.
	90% of devices maintained in working order.

**Intermediate Outcome 4.2: Strengthen digital literacy skills for both staff and students, ensuring competence in using digital tools and resources effectively for teaching, learning, and personal development.**

<b>Objectives</b>	<b>Performance Indicator</b>
4.2a. Ensure that all students starting at upper primary have basic digital literacy skills by designing and implementing innovative programmes for digital literacy instruction. <b>[DOE2.7; DOE3.7]</b>	A digital literacy initiative will be launched with various learning options.
	100% of schools starting at the upper primary level will have access to at least one digital literacy option.
	80% of all students participating in a digital literacy development option.
4.2b. Equip all staff with essential digital competencies by developing and implementing a comprehensive digital literacy skills development plan. <b>[DOE1.5; DOE2.7; DOE4.8]</b>	A digital literacy skills development plan for staff members is created.
	70% of staff will complete digital literacy training aligned with the skills plan.





## STRATEGIC GOAL 5

# ORGANISATIONAL CULTURE & MANAGEMENT

Foster a positive organisational culture by enhancing staff development, promoting collaboration, and implementing intentional recruitment and career advancement practices to build a high-performing education workforce.

**Intermediate Outcome 5.1: Improve internal communication, fostering transparency, collaboration, and efficiency across all levels of the education system.**

<b>Objectives</b>	<b>Performance Indicator</b>
5.1a. Implement a digital strategy to streamline interdepartmental correspondence, enhancing efficiency and supporting sustainable practices. <b>[SV10.4; SV10.5; DOE3.7]</b>	A digital workflow for managing interdepartmental correspondence will be developed.
	100% of departments will adopt the digital strategy.
	80% of staff will report improved efficiency in submitting and tracking correspondence.
5.1b. Enhance interdepartmental communication by creating a centralized portal for sharing information, updates, and resources. <b>[SV10.4; SV10.5; DOE3.7]</b>	The internal SharePoint site will be fully implemented as the centralized portal for interdepartmental communication.
	80% of staff will report improved access to information, updates, and resources.

**Intermediate Outcome 5.2: Enhance staff recruitment, retention, and development, implementing intentional practices to build a skilled, motivated, and well-supported workforce.**

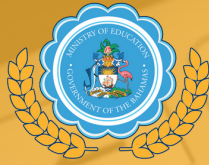
<b>Objectives</b>	<b>Performance Indicator</b>
5.2a. Ensure consistent staffing across the education system by establishing an ongoing teacher forecasting plan to proactively analyse and address teacher shortages. <b>[DOE1.6]</b>	A teacher forecasting plan will be developed and implemented.
	90% of staffing needs will be anticipated for at least up to 5 years to allow for proactive measures.
5.2b. Address shortages in technical and vocational teaching by proposing innovative recruitment strategies to attract and employ vocational experts, with options for both full-time and part-time roles. <b>[DOE1.6]</b>	A proposal outlining innovative recruitment strategies for vocational experts will be developed and submitted.
5.2c. Enhance educators' skills and support career growth by creating an online platform for on-demand professional development. <b>[SV9.4; SV9.8; DOE2.2; DOE3.2; DOE3.8]</b>	The online professional development platform will be fully operational.
	10 general professional development courses for educators and staff will be available.
	80% of educators and staff will access at least one on-demand course within the first year.
5.2d. Equip current and aspiring school leaders with essential management and leadership skills by designing and implementing an educational leadership training programme. <b>[SV9.4; SV9.7; DOE2.2; DOE3.2]</b>	The educational leadership training programme will be fully developed and launched.
	100% of eligible school leaders able to access the programme.
	80% of participants will complete the training programme.



<p>5.2e. Foster collaboration, continuous learning, and knowledge-sharing among educators and staff by promoting the establishment and enrolment in professional learning communities (PLCs) at all levels. <b>[DOE3.6; DOE3.7]</b></p>	A PLC directory will be maintained.
	The PLC directory will contain at least 30 active PLCs across various educational levels and topics.
	80% of educators and staff will participate in a PLC.
	75% of participants will report increased collaboration and professional growth.
<p>5.2f. Highlight excellence among teachers, administrators, technical officers, and leaders to restore the prestige of the education profession. <b>[DOE3.6; DOE3.7]</b></p>	A recognition programme will be implemented throughout the system, highlighting excellence among staff.
	At least 50 staff members will receive formal recognition annually for their achievements.
	80% of recognized individuals will report feeling valued and supported in their roles.

**Intermediate Outcome 5.3: Enhance public relations and collaboration with external stakeholders, build stronger partnerships, and improve communication to support educational initiatives and community engagement.**

<b>Objectives</b>	<b>Performance Indicator</b>
<p>5.3a Enhance parent engagement and collaboration by strengthening the partnership with the National Parent Teachers Association to support educational initiatives and student success. <b>[SV10.4; SV10.5; DOE3.7]</b></p>	The National PTA will be reestablished.
	100% of schools will participate in parent engagement activities organized in collaboration with the National PTA.
	80% of participating parents will report increased engagement and satisfaction in supporting educational initiatives.
<p>5.3b Increase transparency and accessibility by creating a centralized online portal for public access to educational documents and reports.</p>	A centralized online portal will be launched.
	100% of key educational documents and reports available for public access.



## STRATEGIC GOAL 6

# POLICY, DATA MANAGEMENT & EDUCATIONAL RESEARCH

Strengthen educational research, policy development, and data management systems to drive evidence-based decision-making and continuous improvement across the education system.

**Intermediate Outcome 6.1: Standardise the development, implementation, and monitoring of education policies, ensuring consistency, accountability, and alignment with national educational goals.**

<b>Objectives</b>	<b>Performance Indicator</b>
6.1a. Ensure the systematic creation, evaluation, and revision of education policies by establishing a comprehensive policy development and life cycle framework. <b>[DOE1.5; DOE1.6; DOE2.6]</b>	Policy cycle framework is established.
	100% of new and existing education policies will follow the established policy development and life cycle framework.
6.1b. Ensure that all existing education policies are accessible to relevant stakeholders through the creation of a centralized, user-friendly policy database. <b>[DOE1.5; DOE1.6; DOE2.6]</b>	Database is created and operational.
	100% of existing education policies will be made available to relevant stakeholders through a centralized policy database.

**Intermediate Outcome 6.2: Optimise all facets of data management, ensuring efficient data collection, storage, analysis, and reporting to support evidence-based decision-making across the education system.**

<b>Objectives</b>	<b>Performance Indicator</b>
6.2a. Establish a systematic and centralized approach to collecting educational data by establishing a data collection cycle for consistent and timely reporting. <b>[DOE1.5; DOE1.6; DOE2.6]</b>	A standardized data collection cycle will be implemented.
	100% of relevant stakeholders, including officers, district superintendents and schools adhere to the schedule.
6.2b. Enhance data collection, storage, and reporting by expanding the capabilities of the Bahamas Education and Learning Management System (BELMS) to include additional data reports. <b>[DOE1.5; DOE1.6; DOE2.6]</b>	10 new reports will be available through BELMS.
	100% of targeted roles utilizing the system for data reporting based on their function.
6.2c. Enhance data-driven decision-making by providing targeted training on data management and analysis to all levels of management, aligned with their specific roles and responsibilities. <b>[DOE1.5; DOE1.6; DOE2.6]</b>	The data management and analysis training programme is developed.
	100% of management personnel will complete targeted training in data management and analysis.
	80% of trained personnel will report increased confidence and skill in data-driven decision-making.



**Intermediate Outcome 6.3: Promote and support educational research, fostering a culture of inquiry and evidence-based practice to inform policy development, curriculum design, and instructional improvements.**

<b>Objectives</b>	<b>Performance Indicator</b>
6.3a. Facilitate the dissemination of research findings across the education system by creating a programme for educators and researchers to share completed studies. <b>[DOE2.8; DOE3.6]</b>	The research sharing programme will be established including conferences, publications, and digital repositories.
	100% of registered studies by educators and researchers available for dissemination within the education system.
	100% of registered studies by educators and researchers available for dissemination within the education system.
6.3b. Foster collaboration, mentorship, and support for educational research nationwide by establishing a research network to connect educators and researchers. <b>[DOE2.8; DOE3.6]</b>	The research network will be established.
	100% of registered educators and researchers able to access collaboration and mentorship opportunities.
	75% of members will actively participate in the network through research projects, mentorship, or knowledge-sharing sessions.
	80% of network participants will report increased support for their research activities.



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Innovation Unit

2025

